

Edinburgh College

Academic

Policy

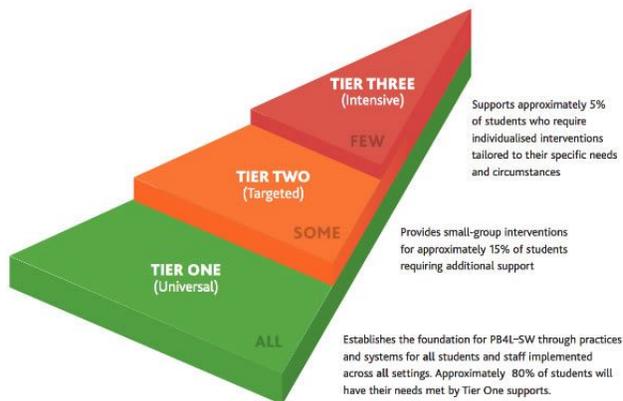
Document History

This policy is to be ratified by the School Council on Jan 2019

The life cycle of this policy is three years. It will be reviewed in 2022

RATIONALE:

Learning is at the heart of the schooling experience. At Edinburgh College we value the spiritual, physical, social and academic growth of our students. As such, the PB4L (Positive Behaviour for Learning) approach is taken into consideration within our Academic Policy. This approach is designed around '3 tiers'. These tiers see 'the whole of student behaviour' broken into 3 tiers. The first tier acknowledges 80% of the student cohort, the second tier has its focus on 15% of the student cohort, with the third tier representing 5% of the student cohort. Each tier of student behaviour is dealt with in a different manner, according to the particular needs of each child.



The following guidelines have been designed to aid students in reaching their full potential at school, acknowledging their behavioural needs, while continuing to develop lifelong skills.

ASSESSMENTS

The course outline for each subject will contain the approximate dates for each assessment task in the field of study. In manual subjects this may take the form of a list of proposed activities. Each teacher is responsible for ensuring that the course outline for each subject is available for both students and parents at the commencement of the course of study, which may be at the beginning of a term, trimester or semester. Teacher discretion may be used to alter due dates when facilitating the learning process.

All students at Edinburgh College have their own personal SEQTA portal. This portal contains the course outlines, subject information, homework tasks, assessment information, timetable and the school calendar. Parents may also have access to their child's SEQTA portal, and can request one at any time by contacting the Head of Secondary.

EXTENSIONS and EXEMPTIONS

Students are responsible for the completion and submission of each of their assessment tasks on time. Understandably at times there are extenuating circumstances that prevent students from meeting assessment task due dates.

Acceptable circumstances include:

- Serious sickness or injury (supported by a medical certificate)
- Family crisis or major upset (supported by a written statement from a parent/caregiver)
- Unforeseeable events of hardship or trauma (the teacher in consultation with the Head of Secondary will make decisions on a case by case basis)

In any of these instances, it is the responsibility of the student to negotiate extensions/exemptions in consultation with their classroom teacher. The classroom teacher will then record this information onto SEQTA, and will follow the extension up until its conclusion.

HOMEWORK

In completing a course of study, students may be required to finish uncompleted work or undertake extra work at home. The length of time spent on homework will vary and be modified for each student according to their particular learning needs, and will naturally increase through each year level. Students who are behind in their homework/assignments commitments, will be required to attend an academic lunchtime support session in an effort for their task/s to be completed. This approach caters to the wellbeing of our students in that we endeavour to 'catch them' before they are behind in their work.

Homework and Revision per week night:

Year 7	1 to 1.5 hours
Year 8	1 to 1.5 hours
Year 9	1.5 to 2 hours
Year 10	2 to 2.5 hours
Year 11	2.5 to 3 hours
Year 12	3 to 4 hours

ACADEMIC SUPPORT SESSIONS

In order to support our students in completing their assignments, assessment tasks or overdue homework, Lunchtime Academic Support Sessions will be available on Wednesday and Friday of each week. To be recorded on SEQTA.

LATE ASSESSMENTS

Concern	Process
Late submission of Assessment tasks.	<p>After offering Lunchtime Academic Support Sessions, and a student still fails to complete their assignment/s, an email will be sent to the student's parents advising them of the situation. At this stage they will lose a percentage from the total achievable marks each school day an assessment is late. This is cumulative up until a maximum of 50% of the total achievable mark is lost where applicable. This is detailed below:</p> <p style="padding-left: 40px;">Day 1: -10%</p> <p style="padding-left: 40px;">Day 2: -10%</p> <p style="padding-left: 40px;">Day 3: -10%</p> <p style="padding-left: 40px;">Day 4: -10%</p> <p style="padding-left: 40px;">Day 5 and beyond: -50%</p> <p>Wednesday and Friday Lunchtime is reserved for staff to send students who are late/behind with homework and assignments.</p> <p>If a student fails to submit an assessment task on time, they will lose a % each day, and be required to attend every Wednesday/Friday lunchtime Academic Support Session until the task is complete.</p> <p>Failure to attend the support sessions, or excessive time taken to complete the task/s, will result in a review which may be undertaken by:</p> <ul style="list-style-type: none">● Head of Secondary● Head of Learning & Teaching● Head of VCE● Wellbeing Coordinator● Classroom Teacher(s) <p>Where a student fails to submit an assessment task on time, the classroom</p>

	<p>teacher is responsible for informing the Head of Learning & Teaching, via a Google Document, who will then notify parents.</p> <p>Academic Support Sessions have priority over sporting activities, co-curricular activities and other meetings, however permission to be absent from the sessions can be negotiated with the Teaching and Learning Coordinator.</p>
Academic Intervention	<p>Parents will be notified via email that their child will need to attend an Academic Support Session until they complete the overdue assessment task/s. Students may be asked to attend up to four planned support sessions, or maximum of two weeks depending on the nature of the assessment.</p> <p>Teachers will notify the Learning and Teaching Coordinator of the requirements of the assessment tasks and will provide all necessary materials.</p>
Parental interview	<p>Failure to turn-up to Academic Support Sessions and/or excessive time taken (more than two weeks) to complete the task, will result in a review meeting, as highlighted above.</p> <p>The review team may request an interview with parents/guardians and the student to discuss what steps are to be taken to improve successful completion of all learning activities in the future.</p> <p>Action from this point will be determined on a case-by-case basis as a result of the meeting.</p>

Practical Subjects:

Due to the practical nature of some assessment tasks in various subjects it is not feasible to follow the above protocols for late submission.

In these instances, the teacher will facilitate arrangements with both parents and students where the assessment deadline is unable to be met. This will usually involve the student completing the assessed task in either break times (including recess and lunch), or outside of school hours.

If an assessed task in a practical subject contains written sections, then the above consequences listed

in the late assessments section of this policy will apply. The Head of Teaching and Learning will be notified of these arrangements.

SPECIAL CONSIDERATION

Some students have special educational needs. These students will be provided with alternative or modified opportunities to demonstrate their knowledge, skills and understanding in accordance with the Australian Curriculum Assessment Authority and State Support Services and the NCCD administered by Independent Schools, Victoria. Special provisions may also be granted when completing assessments. This includes examinations.

EXAMINATIONS

Students are required to attend scheduled examinations. Arrangements may be negotiated for exceptional circumstances but must be done prior to the examination date. These requests must be made in writing to the Head of Secondary for students in Years 7-10, and Head of VCE studies for students in Years 11-12. Family holidays will generally not be accepted as an exceptional circumstance.

If a student arrives late to an assessment (such as a test or exam) they will be permitted to complete the assessment task at the teacher's discretion in the time that remains. No alteration will be made to the result achieved to compensate for lateness.

PLAGIARISM, CHEATING and DECEPTION

Students are encouraged to maintain their integrity by completing and submitting work that is **their** own. Matters involving plagiarism, cheating and deception will be permanently documented in the SEQTA student record system at the College.

Plagiarism/Cheating

Students are explicitly taught the guidelines that are designed to encourage students to develop the skills to appropriately acknowledge the sources of information used when completing an assessment task. This is known as referencing. Plagiarism occurs when a student does not reference their sources of information or references them incorrectly.

Acts of plagiarism include:

- Copying any part of a document, song or video
- Using another person's ideas, results or conclusions
- Summarising another person's work
- Submitting substantially the same final version of an assessed task as another student

Cheating

Cheating may include but is not limited to:

- A student copying the work of another student and handing it in as their own
- Notes from another student being used when completing an assessed task
- Unauthorised material being used during a test or examination

Deception

Any deliberate act designed to deceive a staff member carries a severe penalty. Students involved in deception will incur a deduction of 100% from the relevant assessed task and the Head of Secondary will arrange a meeting with the student, their parents/caregivers and the Principal to discuss the student's enrolment status.

Acts of deception include but are not limited to:

- Falsification of medical certificates or notes
- The forging of a parents/caregivers signature

Students who have been found guilty of plagiarism will be required to re-submit their assessed task and will also be subject to the following penalties: students can, depending on the severity of the plagiarism, receive up to 100% of their mark deducted.

- All assessed tasks will be graded out of 100% before the relevant deduction is made.

Where there is evidence of plagiarism, the classroom teacher is responsible for informing the parents/caregivers of the student, at the earliest opportunity. This action will take the form of either an email or phone call. Once contact with parents/caregivers has been made, the Head of Learning and Teaching is to be informed.

On the first occurrence the Teacher is responsible for contacting the parents/caregivers of the student to ensure that the assessed task is completed according to our policy.

For second occurrences, the Head of Learning and Teaching will contact the parents/caregivers to inform them that their student will serve an out-of-school academic detention effective immediately until the assessed task is re-submitted.

Academic detentions will be permanently documented in the student record system at the College.

If a third occurrence of plagiarism arises, the Head of Secondary will arrange a meeting with the student, their parents/caregivers and the Principal to discuss the student's enrolment status.

It is important to note that encouraging or assisting another student to commit plagiarism may also attract the same penalty as the student who plagiarises.

REFERENCING STYLE

At Edinburgh College we use the 'Harvard' referencing style. Students are explicitly taught this style.

There are guidelines to be found in the school library for students to revise. The Librarian is also able to coach this skill when required by students.

CHANGING SUBJECTS/COURSES OF STUDY

Students are not generally permitted to change subjects/courses of study after the first month as this may place a student at risk of not completing the requirements. Therefore, changes will only be considered in exceptional circumstances and assessed on a case-by-case basis.

When a student transfers from another school, credit will be given for completed work in the same subjects/courses of study. Appropriate evidence must be provided in such cases.

REPORTING

Feedback will be regularly given to students as to their progress throughout their subjects/courses of study. Under normal circumstances assessed work will be returned to the student within two weeks of the due date.

Teachers will maintain regular contact with parents or caregivers to provide feedback on student progress. Also, a member of staff will make contact if a student is at risk of not achieving their

potential, by not completing subject requirements or if they will require the use of the Academic Support Club.

Formal reports are issued at regular intervals throughout the school year.

- An interview evening is scheduled at the conclusion of Term 1. This interview is intended to only indicate whether students have settled into their course of study in a satisfactory manner or otherwise.
- Comprehensive reports are issued at the conclusion of each semester. Mid year reports form the basis for a discussion of student progress at the scheduled interview evening conducted in early Term 3.

This policy must be used in conjunction with the College's Student Welfare, and Duty of Care policies.